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ABSTRACT

The Southern Regional Education Board Manpower and Education Project objectives include both the development of projections for educational needs relative to demand in various occupations in the South, and the creation of greater awareness among students, faculty, and administration regarding career planning and utilization of occupational manpower data. The Project sponsored a workshop to explore issues and problems that interfere with students' needs for career planning on campuses today. The workshop explored the roles of both faculty and college placement officers in counseling students regarding career plans, and sought avenues for improving the coordination between the two sectors. This publication presents the highlights of the workshop presentations and ensuing discussions which focused on faculty advising, career planning and placement, and new approaches to student advising. (Author/PC)

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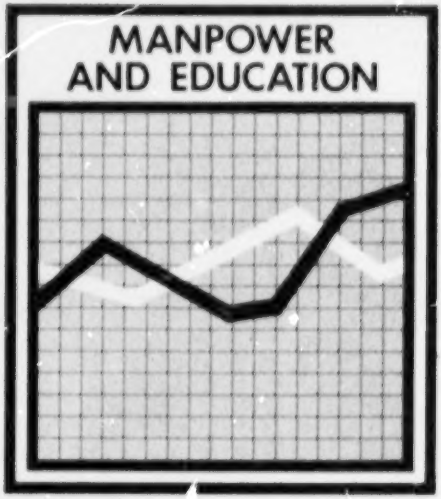

Integrating Career Development on the Campus

Report of a Workshop

CG 009 722

SOUTHERN REGIONAL EDUCATION BOARD

Integrating Career Development on the Campus

Report of a Workshop

Southern Regional Education Board
130 6th Street, N.W.
Atlanta, Georgia 30313
1974

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Foreword

The SREB Manpower and Education Project objectives include both the development of projections for educational needs relative to demand in various occupations in the South, and the creation of greater awareness among students, faculty and administration regarding career planning and utilization of occupational manpower data. The Project sponsored a workshop on July 23, 1974 in Atlanta to explore issues and problems that impede students' needs for career planning on campuses today.

Four papers were presented:

"The Role of Faculty in Advising Students"
Emmett B. Fields
Executive Vice President and Dean of Faculties
University of Houston

"Career Planning and Placement — From Nicety to Necessity"
Robert F. Herrick
Executive Director, College Placement Council, Inc.

"A Bold New Blueprint for Career Planning and Placement"
Lester L. Hale
Vice President for Student Affairs Emeritus
University of Florida

"A New Approach on Student Counseling and Advising"
Roy L. Lassiter, Jr.
Vice President and Dean of Faculties
University of North Florida

The participants, listed in the Appendix, included both academic deans and placement officers. This dual representation was arranged because students have contacts with each of these facets of the educational environment while they make their career plans. The workshop explored the roles of both faculty and college placement officers in counseling students regarding career plans and sought avenues for improving the coordination between the two sectors. This publication presents the highlights of the presentation and ensuing discussions.

Winfred L. Godwin
President

I. WHY IS CAREER PLANNING BECOMING SO IMPORTANT ON CAMPUSES TODAY?

Mr. Herrick

> We who are associated with career planning and placement at the college level . . . have been crying in the wilderness for years concerning the plight of the college graduate as he and she seek not only employment but meaningful and personally rewarding career progression. . . . People are listening today in America because the chorus of the disenchanted is becoming larger and louder. . . . Now the student, his parents, legislators, and taxpayers, to name a few, are beginning to ask questions that add up to a considerable hue and cry. Some are asking whether a four-year — or indeed *any* — college education is any longer desirable. And even the most detached faculty member becomes increasingly pragmatic when the seats in his class begin to empty.

> Another sign of the times is a burgeoning interest on the part of college admissions officers in the employability of their graduates. This, as a means of reassuring applicants that after four years of higher education they have some likelihood of meaningful employment and upward career mobility. Indeed those college administrators who, traditionally, have looked upon college placement as one more student service — nice to have but ancillary to the mainstream — are finding that nicety becoming a necessity.

Mr. Herrick described the contrast in the job market for the graduates of the 1960's as compared to the 1970's:

> So great was the demand until 1969 that business, government and industry were hiring college graduates from the humanities and other non-technical disciplines to fill the gap [in technical jobs]. They were willing to pay the price and take the chance of giving them on-the-job training.

> Now, in a different economic climate, with more graduates and less jobs, employers can and do hire those who can make an *immediate* contribution. . . . But is the employment imbalance perhaps temporary — a passing phenomenon — suggesting that we continue to observe laissez-faire until it all goes away? It might be a long wait. . . .

Mr. Herrick then quoted the latest Bureau of Labor Statistics manpower projections:

> Between 1972 and 1980, about 8.8 million graduates will enter the job market, competing for 8.7 million job openings.
>
> Between 1980 and 1985, there will be 6.5 million graduates and 5.8 million job openings.
>
> Only 1.5 million of the projected job openings for college graduates in 1980-85 are expected to result from the growth of occupations currently filled by college graduates.

To put it another way, American colleges and universities are expected to produce twice as many graduates in the 13 years following 1972 as they did during the preceding 13 years. But the number of jobs requiring a college degree is not expected to double.

II. THE ROLE OF FACULTY ADVISING

Educational institutions are groping today to respond to demands for career counseling and to student awareness of job opportunities and scarcities relative to their college studies. Traditionally, faculty stood in the most proximate position to advise students. Yet career planning and development has become a function of nonacademic sectors on most campuses. Dr. Fields traced the response of American educational institutions to student advisement needs, especially as regards the role of faculty advisement.

Colleges and universities, as with other types of communities, are bound by conventions which may be part myth and part reality but which, in any case, guide the behavior of the community by defining its values and asserting its shibboleths. Conventions have a life of their own and can be very strong, giving us beliefs that we need and cling to even against contradiction. So I begin with a convention about the role of faculty in advising students. You will recognize it as a classical and idealized picture.

The advisory role of faculty, some old text would say, consists of the following elements: (1) counseling with respect to (a) broad personal development and (b) the choice of a career; (2) advice in the development of an academic program which provides (a) general education sufficient to personal development and (b) an area of concentration appropriate to the chosen career; (3) advice in the selection of specific courses or segments of study that fit and fulfill the academic program; (4) monitoring at successive registration periods to assure that the courses are taken on time and in acceptable sequence; (5) diagnostic and other professional services as necessary to the formation of successful study habits; (6) counseling with respect to any of the student's worries, personal problems, or derangements which might impede his development as a human being or his success as a learner; (7) advisory services to student clubs or learned societies whose purposes are scholarly; and (8) advisory services to such social activities as are necessary to the full and well-rounded life.

This is a very old convention, to be sure, and there was a time when it came close to being a working reality. The professors and professor-president of an American college of the 19th century would have stated their duties less compartmentally and pedantically, but it appears that they viewed themselves pretty much in this mold and busied themselves giving all sorts of advice. Great stress was laid on personal (they would have said moral) development, and intellectual growth was seen as one part of a broader purpose, a means to the broader purpose and not a supreme end in itself.

The old convention has been decayed through much of the 20th century by a new convention which arose to challenge it.... Its basic tenets are two: (1) the true work of an academic institution is intellectual growth pre-eminently, and (2) the education of a student is fundamentally his own responsibility. Warring against the old convention, these new beliefs caused specific advisory duties of the faculty to be gradually abandoned, so that the old convention stands in our midst today a severely truncated version of its original self.

The rise of student life divisions within universities was a related by-product. As faculties withdrew certain of their advisory services, student life offices arose and expanded to pick them up. In such offices came to be lodged responsibilities for career counseling and job placement, diagnosis of study habits, personal counseling including psychiatric services, supervision of social activities and to some extent the learned societies and, generally, responsibility for all kinds of human development not embraced by the formal curriculum or which might be called non-intellectual. The exact pattern varies somewhat by institution, of course, but this is the general shape.... It is not surprising that an age of specialization would produce a solution through differentiation of labor and the creation of a new working class.

The old convention—its truncated version—still assigns to faculty certain parts of the original catalogue of advisory roles. Generally they hold responsibility (1) for advising students in the choice of an academic program or degree plan which meets stated general education and major requirements, (2) for the selection of courses which fulfill the degree plan, and (3) for advising at registrations. Those advisory functions are the faculty's which relate strictly to the formal curriculum and to the mechanics by which a student moves through it to attainment of a degree. Experientially, this is the sum of it today.

How well is the present faculty advisory system working? From personal observation, at least, it seems to me that a few good reports can be recorded here. I think the faculties of professional schools tend to take their advisory roles seriously and render services which are appreciated by their students. The difficult questions of choice of career and academic field are answered by this stage, the student is moving in a known direction, and he will shortly join a practitioner community with which the professor identifies and whose good opinion he cherishes. Advising of graduate students frequently goes well for the same reasons. Elsewhere in the university some individual advisors perform brilliantly, to the everlasting gratitude of those students who happen to find them. I suppose it can be said that these individuals respond rather more to the old convention, and resist rather more the new convention, than most of their peers. Generally speaking though, the faculty advisory system is in a very low state of repair and its results are poor. The research has shown, time and again, that students are highly critical of the system, and that many faculty have cordially hated the role as a distraction from their work.

Dr. Fields traced the reasons why the advisement function has lost appeal to many faculty members.

...The university's reward system gives high honor to some kinds of work and little or no honor to others, and student advising happens to be a function which is assigned a low premium. Let me trace out a line of analysis, not original with me, which explains how this came to be. For forty years faculty have been undergoing a profound role change which has seen them move away from work deemed less critical to other work deemed more so. Graduate departments, beginning in the 1920's and expanding thereafter, focused their objectives on graduate students, and on departmental majors as possible recruits to graduate education, with consequent inattention to underclassmen. Faculty members, properly desirous of giving graduate students knowledge they had not acquired as undergraduates, were driven to the thresholds of their disciplines and beyond to the research that would expand the thresholds. The national associations and their learned journals developed as outlets for

the research and as guardians of its quality. By World War II these developments had had crystalline effect on the university's reward system. The most honored thing was to be a distinguished member of one's national association, for which significant research was a virtual necessity and the sponsorship of good Ph.D.'s a strong desirability. It is interesting to note that it became somewhat misleading any longer to label the reward system as though it were a property of the university, because its control had transferred at least in some degree to the learned societies, to be expressed through their standards for honored membership in the guild. The universities adopted the values of the societies, of course, as though they were entirely their own.

The result was a reward system, not wholly under the control of any single institution, which subtly downgraded some university functions once thought very important. The new faculty role came to be about like this, in descending order of the honor attached to the functions: (1) distinguished membership in a national association of scholars; (2) the research productivity usually necessary thereto; (3) the training of graduate students, particularly Ph.D. candidates; (4) instruction of departmental undergraduates in specialized courses close to the professor's research interests; (5) instruction in introductory courses for freshmen and sophomores; (6) academic advising, in a secondary hierarchy of honor according to student level; (7) other kinds of advising unless these could be dispensed with. University committee work belongs in the scale somewhere, but its placement is not necessary to our topic of today.

Is the atrophy of faculty advisement inevitable? Is there no way to turn the reward system around? Is specialization of labor still the order of the day, with faculty responsible only for the student's intellectual development, and "student life divisions" accountable for all other functions of the campus?

Dr. Fields rejected such abdication:

... If one believes in historical inevitability, it could be argued that faculty will eventually be stripped of all their advisory functions to one or another of the newer working classes.

Historical inevitability is not invariant, however, and I think I see some interesting forces at work. The future of graduate education as a growth enterprise has been foreclosed for years to come. One fall-out from the recent period of student unrest is the continuance in university committees and councils of numerous students whose insistent voices of discontent are there to be heard. The accountability movement with the power of state legislatures behind it is probing disturbingly into numerous ills and has by no means run its course. Under the circumstances, it is hard to see how the existing reward system could continue to develop along its own logical tendencies into a still higher form of itself. Particularly is this unlikely in view of the fact that, after all these years of dealing with the new convention, many university people doubt the validity of its tenets. The arresting forces have caused a very uneasy state of mind in academia and some wholesome reevaluations are happening on a variety of fronts. It may well be that we are not entrapped in an inevitable movement along established gradients but are, instead, in a watershed which will see the universities move out in reforming directions.

Dr. Fields also rejected splitting the academic functions from student life functions. He described the educational institution:

as one organic whole whose parts must move together to shared objectives. In this vein I am intrigued with and embarked upon a reorganization of the student life division at the University of Houston, which is directed toward removing the wall between it and the academic division. Both have important responsibilities to students, whom we have somehow managed to slice down the middle as though they were not whole persons. If we achieve this . . . and I think we can, we will have the foundation for a good advisory system and much else.

Given an increasing emphasis on faculty advisement in response to student demands, is it really possible for faculty members to offer career counseling? As Dr. Berg suggested:

A historian can't advise on biology. You have to have differentiation and specialization. The placement office must be the advisor on such things.

Dr. Fields responded:

Differentiation of labor on campuses has splintered the university and the student feels this impact and is dissatisfied. We have got to think of the whole student.

Dr. Callcott:

We are too narrow to be the one advisor to the student. We have to have a multitude of advisors. Faculty and placement people should be the advisors —many faculty members, and others too. I see a new horizon for the advisement function—just as the emphasis on teaching, in contrast to research, was the new horizon ten years ago.

III. THE ACADEMIC AND STUDENT LIFE ROLES — PUTTING IT ALL TOGETHER

Much discussion focused on efforts to overcome the dichotomy between the academic side and the student life side of campus structure. Mr. Lumsden, placement director of the University of Tennessee, went to the heart of the issue when he asked:

> What can the student affairs section of the university do to get faculty involved in career planning and counseling?

Dr. Fields approached the problem at the University of Houston through structural reorganization.

> I decided that the Student Life or Affairs Division would have to be part of the academic division, and would have to report to the chief academic officer. This is how to integrate it—just put it together! The new dean of students accepted this philosophy, and the students accepted it too. The division (or unit) of students affairs now has significant responsibility for academic development of the student: admissions is in it, and registration is now coordinated with career counseling. This puts career counseling at the front end of college life, instead of at the junior and senior year. Also under Student Life is institutional research, which does research on learning outputs that are fed back to the faculty. Also Student Life includes responsibility for students after graduation. I always felt it was wrong to have an alumni office concerned mostly with contributions, rather than what *happens* to the alumni.

Dr. Hale expressed similar concerns on the need to consolidate functions under the academic dean:

> To get advisement and student counseling in the orbit of the objective of *education*, which is the main function of the university, and which is the central purpose of the institution, you have to put it under the academic dean. It has to be seen as an integral part of the academic process, and you can't get it that way if it is not under the academic dean.

Dr. Hale presented a proposed comprehensive approach to integrating academic and nonacademic functions to meet student career planning needs. He developed the approach after a year-long study of how career counseling was being offered at the University of Florida. Five elements comprise Dr. Hale's design:

1. Career Education Courses

> Formal course instruction through career survey courses should be offered on a pass-fail basis throughout the University and be open to any student wishing to enroll but within appropriate limitations on the amount of credit which could be accumulated in this way.

The courses should give up-dated information about what is happening in the world of work and what educational preparation one should expect to undertake if he planned to enter any one of the careers described . . .

2 Central Career Counseling, Planning and Placement Agency

A comprehensive Career Counseling, Planning and Placement Center should focus on the full continuum of career counseling from self-evaluation and vocational assessment through vocational information and curricular planning ultimately to job placement. (Here is where the specialized services of the professionals in career planning are available to students and faculty.)

It should provide a non-stop service where the major thrust is on the career development of students to include self-assessment, use of computerized SIGI system, analysis of job market information, how to make career choices, how to translate these into educational goals, and ultimately how to obtain appointments with employers and become employed. This center should be capable of planning co-op work programs for students in connection with course sequences and of providing feedback to the faculty advisors with respect to significant developments in the world of work . . .

In *no* sense should the center be clinical or therapeutic. It should be an educational "opportunity center" where a student (or faculty member or mid-career employee for that matter) could go to find out all he wanted or needed to know about himself, career options, and the educational programs for preparing himself for career objectives. It should provide opportunities for self-scored inventories, for testing programs of all kinds, for group and individual career counseling, for instruction, for developing programs involving work-study, for apprenticeships or other motivational work-sampling, and for interviews with industrial and professional representatives who may be interested in employing students when their degree programs are completed. . . .

. . . The Center could be in a student life division, *but if the overall* responsibility is not within the academic structure, it will become an expendable disjointed luxury.

3 Academic Advising

A well-articulated, official network of career and academic advisors should be selected from among especially qualified faculty members to work with the "professionals." Such faculty members should devote no more than 50% of their time to their assignments as career and academic advisors so they can keep themselves current and effective as classroom teachers and researchers. They should be employed on 12-month contracts to assure their availability to students at "turn around" periods and for workshops and training sessions. They should be evaluated for their performance as advisors, and recommendations for promotions, salary increases, and tenure should include this evaluation on a basis equitable with the evaluation of classroom teaching and productivity as researchers. Each college when possible should have a Director of Advisement whose rank would be equivalent to that of department chairman or assistant dean.

No faculty person should be selected to be an academic and career advisor against his own wishes, nor because he was a poor teacher or researcher, nor without being recommended for this duty not only by his department head, but by the college advisement director and the central administrator articulating the faculty network or advisors.

4. Central Administrator of Counseling and Advising

An administrative position called Coordinator for Counseling and Advising must exist to provide articulation and coordination of the University-wide program of career education, counseling, and academic advising. This position should be at a dean or assistant dean's level. His primary function would be to supervise the academic and career advising network throughout the University and to coordinate this with the central agency (Career Counseling, Planning and Placement Center) and with related activities involving all other helping or counseling agencies. This individual should probably report directly to the Vice President for Academic Affairs.

5. Commission of Academic Advising and Counseling

To assist the Coordinator for Counseling/Advising there should be established a Commission on Counseling and Advising of which the Coordinator should be chairman. It should be composed of all the college directors of advisement, the registrar, the directors of all the helping agencies, the chief student personnel administrator, and the academic administrator most related to developing instructional resources. The purpose of this Commission is to provide a communication vehicle for the Coordinator to use in obtaining the assistance of the various related segments of the University and to convey needed information to them. It should be advisory in nature and not a decision-making body except as consensus judgments would be meaningful to the Coordinator in the pursuit of his responsibilities. . . .

How would it work?

All evidence points to one inescapable truth: students are earnestly calling upon the University to make concerned, capable, and knowledgeable faculty members available to them as mentors, friends, and advisors. Students want to be able to talk with their faculty advisors about more important things than what section of a course they should take; they want to talk about careers, what kinds of jobs are available within that career, how one gets prepared to enter the job market, and what programs can be planned to meet degree requirements and still prepare for employment in the careers they have chosen. This personalization of student-faculty contact is the major theme and thrust of my message and the major meaning of student unrest.

Faculty members should be selected to become career and academic advisors because of the unique opportunity the advisor relationship offers for close teaching ties with students. They will not want to be saddled with this onerous task if it is to be considered simply as a departmental chore in the registration process. They will want to be advisors only if advising is recognized as a creditable form of teaching assignment that requires special talents, special aptitudes, and special knowledge.

If the student is not sure of himself, or appears to need more counseling and self-assessment than the advisor should attempt to give, the advisor should see that the student obtains the help of the Career Counseling, Planning and Placement Center and that the results of these conferences are sent back to him as the referring faculty advisor. He would know also how and when to refer the student for counseling assistance in other University agencies.

As soon as satisfactory career objectives can be determined, there is no reason why the advisor should not work out an approved course of study that would satisfy degree requirements and feed this into the computer. The stu-

dent could then do his own registration from that point forward. He would return to see his advisor only when he needed advice, not just for signatures for registration. In the event his program had to be changed, he would have to see the advisor for approval of the redesigned program.

The new type of advisor being recommended is conceived to be a much more significant link in the educational chain than he has been previously. The advisors become a veritable decentralized network of student personnel deans with academic teaching specialties. . . .

In Summary

In order to establish an integrated and well-coordinated system of career education, counseling, and academic advising, it is absolutely essential that there be developed a sensibly structured career education program and a special cadre of selected faculty persons as career and academic advisors. Both these need to be supported by a centralized agency, the Career Counseling, Planning and Placement Center. These three elements must be coordinated by a Commission on Counseling/Advising and given direction by a key administrator in Academic Affairs—the Coordinator for Counseling/Advising.

By such a reordering and integration of counseling and advising a more rational way may be developed for students to make their own career decisions, implement them through registration, and become involved in meaningful learning associations. The "caring configuration" will take shape, the institution will become more personal, better educational planning will make the University run more economically, while career goals can be more realistic and ultimately attainable.

IV. THE LIBERAL ARTS EMPLOYMENT DILEMMA

The plight of the liberal arts student in his job search upon graduation received considerable attention.

Mr. Herrick:

> Since it is the liberal arts graduate who is in the greatest supply and least demand, much of what we discuss here will relate to the young men and women pursuing this degree. A paragraph from the 1973 Report and Recommendations by the Carnegie Commission on Higher Education entitled "College Graduates and Jobs" appears appropriate:
>
> > There is evidence that college graduates with liberal arts majors have had relatively severe difficulty in obtaining jobs in recent years. This should not be interpreted as an indication that, in general, students should be counseled away from liberal arts majors, but that they should be given as sound information as it is possible to gather about relative job prospects for persons trained in particular liberal arts disciplines. Those who continue to wish to major in liberal arts fields with poor job prospects should make the choice with full appreciation of the difficulties.
>
> Perhaps it stems from insufficient evidence, but I have the impression that faculty members in the liberal arts tend to become immediately defensive when the discussion turns to employability of their graduates. Now some of my best friends are liberal arts graduates. So am I, incidentally, but I did it the hard way at Lehigh University, surrounded by engineers.
>
> Now the liberal arts faculty will tell you that employers hire their graduates—and of course some do. And they will quote the chairman of a board who says his company couldn't get along without liberal arts graduates—but take a look at the *proportions* of liberal arts graduates his recruiters seek.
>
> So let's dispense with any question of the *merit* of liberal arts graduates and focus on means of preparing them for and guiding them to appropriate and rewarding careers. Even within liberal arts there is good news and bad news. Let me quote from a report just released by our Western College Placement Association on "Employer Attitudes and Opinions Regarding Potential College Graduate Employees." I have edited out a few words here and there to concentrate the message:
>
> > Engineering is rated as being a strong positive influence on the decision to hire by most of the groups. A major in technology parallels the ratings for engineering, but its ratings are slightly less positive. Business receives a strong positive rating from almost all of the groups. In general, computer science received positive ratings as did mathematics . . . by almost all groups.
> >
> > The least desirable majors are Fine Arts, Humanities, Education, Ethnic Studies, and Social Science. It is interesting to note that of the majors usually classified as liberal arts, only communications received a positive rating from a majority of the employer groups.

Fine Arts and Humanities received no positive ratings. Education and Ethnic Studies received two slightly positive ratings.

Since liberal arts majors are generally regarded as neutral or somewhat undesirable by most employer groups, it is important to know if certain additional characteristics would improve their chances of employment. A minor in accounting was rated by all groups as having a mild to strong positive influence. A minor in mathematics or economics received a positive rating from all groups except Food and Beverage Processing which rated them both as having no influence. A minor in business was rated as positive by all groups except Consulting. A single course in accounting or administration was rated as a mild positive influence by about half the groups.

This bears out what many career planning and placement directors have believed for a long time—that far from abandoning the liberal arts traditions in a sell-out to vocationalism, as some of the liberal arts purists protest—all that is required to enhance employability is the inclusion of subject matter from accessible curricula. And given the latitude of liberal arts electives, this should pose no problem.

"Employability of liberal arts majors" sparked considerable discussion. Dr. Fields stressed that he firmly believes in career counseling, but added:

Liberal arts never did justify itself in terms of its economic contribution to society, but as a means to satisfy human yearnings. Students do want career counseling, but there are many who say, "Please do not regard me just as a cog that goes into the economic machine. . . ." The real question as I see it is whether America will support higher education whose purpose it is to satisfy human yearnings rather than being purely economic education.

Mr. Herrick agreed with the intrinsic value of a liberal arts education, but pleaded:

. . . Why not include some realism in it, by adding a few courses in accounting or computer programming? Give liberal arts majors some employment options. Also they are entitled to know before they go into liberal arts that they are less readily employable as pure liberal arts majors than if they had some saleable skills. The point is to give them options.

Dr. Fernandez:

Could we do more to convince businessmen that a Bachelor of Arts is not a hindrance on the production line? Management assumes that a BA in history will not be productive. We have got to do a sales job to show that a liberal arts degree person will contribute through his breadth.

Mr. Herrick:

Businessmen give lip service to the great principles of education. But they are really very hard-nosed. If a businessman feels he gets more out of a person with 15 hours of accounting there is no way to dispute that.

Mr. Lumsden:

> I agree we must sell liberal arts to business. But on the other hand we must dispel the unreality on the part of liberal arts majors that they, by virtue of their BA, are ready to sit in an executive office, wear a white collar, and get a fancy job.

Mr. Lumsden related the experience of a French major recently hired as a bank trainee by one of the largest banks in the South. How had this happened?

Mr. Lumsden:

> She had a career plan for international banking, and had prepared herself towards this goal by taking economics and banking courses on top of the French major. She knew where she was going. A liberal arts person with a realistic plan is O.K. The unreality has to go.

Dr. Hale traced the amazing variety of his own career that began in music, moved successively through the performing arts, speech pathology and audiology, administration of student affairs, and finally the ministry.

Dr. Hale:

> The liberal arts graduate need not find an immediate occupation for what he learned. What is needed in our society is the flexibility to change and that the liberal arts candidate may get in his education.

V. ADVISING STUDENTS AND CREATING CAREER AWARENESS — IDEAS AND ALTERNATIVES

A. On Motivating Faculty to Advise

Dr. Fields:

Let's recognize that the real target of our attention should be the university reward system, all of it, because it is one system. Attention to some segment may have palliating effects, but the whole system must be addressed in its own deepest meanings. This is the mistake of those arrangements that assign advisors an extra $1,000 or so from the dean's office, which I have not seen work for long. It is a piecemeal approach, and pecuniary gain is not the fundamental currency of the reward system anyway. Its fundamental currency is the esteem of others, particularly of those we ourselves most respect. I don't think the system needs wholesale revamping, but it does need some serious adjustments . . .

. . . I suggest that we enlist the learned societies in the cause. They share responsibility for the reward system, and I should think it possible these days to persuade them that it is in their own interest to help find solutions.

Dr. Cathey:

At the University of South Carolina a group of faculty members is chosen to become advisors and they go through a group dynamics process to become good advisors. The students also go through the process when they enroll—with a professor. We insist they be exposed during orientation to a real live professor! Students evaluate the advisement process of the professors chosen for advisors. Promotion is based on these evaluations too. For faculty involved in advancement, the evaluation of advisement is a critical item for promotion.

Dr. Bevan:

Who is orienting graduate students who are preparing themselves to teach to the task of advising? What in graduate education stresses the role of advising students? If you don't stress the role of advising in the graduate education of our next generation of faculty, you won't get faculty to advise when they come of age.

Dr. Hale:

You should pay graduate students to be advisors just as you now pay them to be graduate assistants in the lab or the classroom. It must become a respectable part of graduate education, just as other courses or activities are.

B. On the Importance of College Placement Services

Mr. Herrick, quoting recommendations of the Carnegie Commission:

> Most of the available evidence indicates that vocational counseling has tended to be a relatively weak component of college and university student counseling programs, which have, in general, given greater emphasis to the students' personal and psychological problems. We believe that, in view of the pronounced changes that are occurring in the job market for college graduates, institutions of higher education should place considerably greater emphasis on vocational counseling.
>
> Colleges and universities should take immediate steps to strengthen occupational counseling programs available to their students. We also recommend that college placement services be strengthened where they have not been well developed.

Dr. Hale and Mr. Herrick both stressed the need to separate therapeutic counseling from vocational services:

Dr. Hale:

> The clinical or therapeutic counseling of emotionally disturbed students should be a separate service, probably functioning as a part of the Mental Health Unit of the Student Health Service.

Mr. Herrick:

> Certainly one of the first considerations in coming to grips with a truly effective implementation of a career planning and placement office on a college campus is to recognize it for its unique contributions and not as a step-child to personal counseling. Hopefully, the two services will work synergistically. But, increasingly, psychiatric services are being more closely associated with the student health services while career planning and placement is being integrated into a total program of career guidance.

C. On the "Undecided" Student

Mr. Lawrence:

> The orientation course in Alabama covers all the facilities that are available on the campus. Instead of mass orientation, the student has an advisor in this one-hour credit course which walks him through the process of decision-making and orients him to all that is available to him on the campus. . . . It is good for a student undecided about his major to see other undecided students. They experience this in the required course on the decision-making process.

Dr. Anderson:

> A student must make his own choice of a major. He must not be pushed into one.

Ms. O'Connor

You give them (the students) the facts and then *they* decide. That means that someone who wants to be an engineer, even though the situation at that moment might have been gloomy—after being told of the fact, he is certainly entitled to pursue the course and be the best engineer that ever was.

Dr. Morrow

I see a dilemma. When demand is down, do you advise a student not to go into the field? Doesn't that just make for the ups and downs in the supply curve so that by the time demand is up again, the supply will be low? How should faculty advise to overcome the cobweb effect? Can you in good faith, however, advise a student to go into something that might need a greater supply in the future when the current situation looks terrible?

Ms. Seawell

Students must be oriented to a long run strategy. The first job need not necessarily be in the occupation you trained for. You build a career and you can enter from many entrance points that lead towards an occupational goal. . . . Also I think we are overlooking a potential asset. We should be bringing practitioners from the world of work to the campus to help in advising students on career choices.

Ms. Griffis

A student cannot make a choice in a vacuum (as with computer programs on career choices). Rather he has got to go out and see what it is like in the world of work. That's one of the advantages of the co-op (work-study) programs.

VI. A COORDINATED IMPLEMENTATION ON STUDENT ADVISEMENT AT THE UNIVERSITY OF NORTH FLORIDA

Dr. Lassiter presented the experience at this institution, the University of North Florida, a new upper division college of the Florida system.

Most institutions of higher learning have been dissatisfied with the quality of academic advisement for some time. Concurrently it has been recognized that career counseling was either non-existent or inaccessible to most students. This conference demonstrates both the dissatisfaction with present programs and recognition of the urgency of the need for innovation. What I propose to do is to describe the combined academic and career advising program as it has been developed at my institution and to set forth its underlying rationale. While I will not maintain that our approach is the only one, I do believe that it represents a relatively unique attempt to "put it all together" and provide students with a coordinated, comprehensive package of services rendered on a personalized basis. I can only hope to sketch some of the more significant dimensions of our program here. If any of you wish additional detail I will be happy to send you a more complete description of the Program.

The major objectives as established for the Program were to:

1. provide students with an individual, personal, educational experience
2. assist students in the exploration of life and career goals
3. assist students in the selection or reaffirmation of a major
4. assist students in orientation, selection and scheduling of courses, and in registration
5. assist students in overcoming academic problems
6. assist students in solving personal and financial problems
7. identify and refer students requiring professional assistance
8. provide students with a single point of contact with the institution *where answers could be sought and obtained*

Organization for the Development and Implementation of the Program

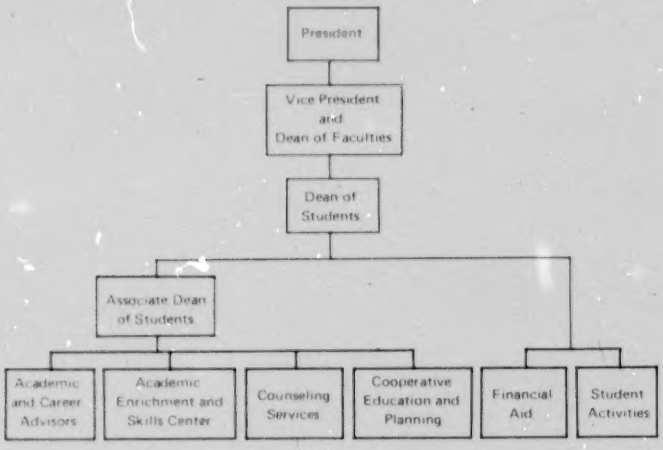
The organizational framework for the Academic and Career Advising Program was designed to utilize the total expertise available. In most institutions the various components necessary to put together a comprehensive program of services to students are fractionalized, departmentalized, and in some cases, alienated from each other. Student personnel services units may contain the counseling, placement, and financial aid programs, while academic advisement, remedial assistance, cooperative education, and the instructional programs may be in the "academic" units. Custom seems to dictate that "never the twain shall meet" except in combat during power struggles, at cocktail

parties, or at commencement. As a new institution we had the opportunity to attempt to establish new traditions. Basically, our organizational answer was to designate the Dean of Students as an academic dean and provide for his total involvement in the academic process and academic policy determination. All senior personnel in the student affairs area hold faculty appointments and participate regularly in the programs of the departments in which professorial ranks are held. Furthermore, we have removed from the Dean of Students all responsibility for student discipline and assigned the role of student advocate to him.

Within the student affairs office the organization and programs were developed to reflect the new role and mission. The programs were grouped so as to achieve maximum complementation and utilization of personnel and expertise. The organization of the office of the Dean of Students is portrayed in Chart I.

Chart I

University of North Florida
Academic Administration



As this organization relates to the Academic and Career Advising Program you will note the proximity of the supporting services. Advisors refer students needing academic assistance to the Academic Enrichment and Skills Center or, when professional counseling is required, to Counseling Services. Close liaison is maintained with Cooperative Education and Placement in order to provide students with relevant career data and cooperative education placement to assist in career selection and obtaining appropriate work experience.

Summary of the Characteristics of the Program

Before I move to a summarization of our experience to date let me restate the more significant characteristics of the Academic and Career Advising Program. These major characteristics are:

1. The Program is conducted through the Office of the Dean of Students utilizing the full resources and expertise of the Office.
2. The Program has a high priority and enjoys University-wide support.
3. The Advisors are faculty members selected and trained for their responsibilities. The Advisors retain connection with their discipline by participation in departmental programs on half-time basis.
4. The Advisors are appointed to 12-month contracts to provide for continuity in availability to students and time for pre- and in-service training.
5. The Program is directed by an Associate Dean of Students who maintains the necessary liaison with all units of the University. The Associate Dean has significant input into pay raises, promotions, and tenure for the advisors.
6. A systematic, continuous evaluation of the Program and of the Advisors is conducted.

Dr. Lassiter acknowledged that some problems still exist:

1. There is minimal, but lingering, suspicion of "student affairs types" on the part of some faculty members.
2. Liaison with the academic departments is critical. The "two master" relationship has inherent dangers, and misunderstanding easily develops. The whole cooperative relationship presupposes goodwill on the part of all concerned personnel and units.

The general assessment of the program to date is positive:

The Academic and Career Advising Program of the University of North Florida is now beginning its third year of operation. While I cannot claim that it has been a total success, I will maintain that it is highly successful. Some of the major lessons and successes to date are:

- It is possible to conduct a coordinated program of academic and career advising that serves the entire undergraduate student body and retains general faculty support.
- Students genuinely value a single point of contact for assistance and answers. Students go to their advisors for assistance with a broad range of problems.
- For the first time in my experience or knowledge students are confronted with the potential economic consequences of their career selection and choice of major.
- The Program has been of particular utility to minority students.
- The Advisors represent the most dedicated, unified, interdisciplinary group of faculty that I have observed.
- Contrary to some earlier predictions by skeptics that faculty members would not desire a long-term commitment to the Program, only 2 of 24 have requested reassignment to full-time teaching duties. In fact, there is a large number of general faculty members who wish assignment to the Program.

WORKSHOP CONCLUSIONS

Although the workshop participants drew no formal conclusions, threads of general agreement became evident. Increasingly, student pressure centers on opportunities for personal communication with faculty. Students seek faculty advice not only on academic matters, but in other areas too—including counsel on career choices. Faculty stand in a more proximate position to meet their pressures for individual counseling than any other segment of the educational establishment. More and more attention is focused by students and educational leaders on how to strengthen faculty advising.

Although there is mounting pressure for enhancement of faculty advising, specialized information on a wide range of occupations must be supplied through central facilities such as career development or planning offices. To assure adequacy of career planning, faculty and career development personnel must be jointly involved.

It is not enough to provide a student with opportunities to test his values and occupational interests through a battery of tests in a counseling office if the student doesn't have the opportunity to evaluate the results with his faculty advisor. Nor is it sufficient to assign the student to a faculty advisor for a strong one-to-one relationship without augmenting the advisor's expertise in his discipline with the wider array of occupational and manpower data available in the college placement or career development office.

Integrating these two facets of college life so that they will serve the student as a whole person is a responsibility of the top administrative leadership of educational institutions. Unfortunately a polarization has sometimes evolved between academicians and student life personnel, to the detriment of the welfare of the student. Restructured arrangements that unite the two functions under one administrator may be the answer to eliminate such a dichotomy.

The fear that there might not be enough jobs requiring college degrees in years ahead to warrant projected enrollments is no excuse to turn all education into job preparation. Man's higher aspiration and his search for answers will always justify higher education. Yet possible job scarcity is causing many students to make more purposeful educational choices. These choices involve both curriculum content and entrance points to the world of work. The variety of options made available and the extent to which they are utilized on any one campus will depend largely on whether the roles of faculty and college placement officers have been fully integrated to serve the needs of individual students.

APPENDIX

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